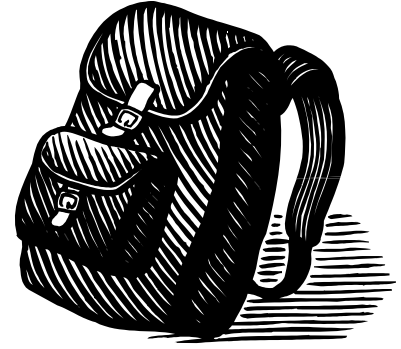


## **Teacher Instructions for use of the Kingsley Plantation Activity Backpack:**

The contents of the Kingsley Plantation Activity Backpack are to be used as a supplement to the Kingsley Plantation Educational “Self-Guided Tour” brochure that can be downloaded at the Timucuan Preserve website: [www.nps.gov/timu](http://www.nps.gov/timu). Click on “Education” then “Self-Guided Visits.”



Teachers should print this brochure BEFORE coming to the site in order to prepare for activities. Each activity [section] within the backpack may be used either independently or in correlation with suggested designated stops along the self-guided tour. Instructions for each of the activities can be found on the cover page for each activity packet. In addition, each packet/folder will contain the relevant educational materials and suggested locations on the property in which to conduct each specific program.

Please note when conducting self-guided tours of the property it is the teacher’s discretion as to how to proceed with field trip activities. The suggestions for location and duration of activity implementation are to be used as guidelines for providing an organized educational program at the park. Please feel free to modify tour in a manner to fit your curriculum goals.

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### **ACTIVITY 1: Archeology of Daily Life**

This activity should be implemented at the beginning of your visit at or near the tabby slave quarters (Stop #1: Slave Quarters), after a thorough discussion/explanation of the “task system” and how it affected the daily lives of slaves on a cotton plantation.

### **ACTIVITY 2: Cotton Picking Activity**

The cotton picking activity offers students a “hands-on” experience of the work tasks demanded of slaves on the plantation. This activity is most effective when implemented at the garden (Stop #5: Garden). Students have

the opportunity to see an actual Sea Island Cotton crop (albeit a small one!) and interact with other students.

### **ACTIVITY 3: Self-Teach Activity**

The Self-Teach Activity permits students to explore the park independently. Teachers must be attentive to students and the time allotted for this activity to allow for maximum exposure of the site in a limited amount of time. Upon completion of activity, students should be familiar with not only the park grounds but much of the history on Ft. George Island.

### **ACTIVITY 4: Vocabulary Matching Game (using pink flash cards)**

The Kingsley Plantation Vocabulary Matching Game is an excellent activity for wrapping up your visit to the park. We suggest that teachers implement this activity after the final stop (Stop #8: Owner's House) of the Self-guided Tour. The activity combines terminology relevant to all aspects of the site including, the daily lives of slaves on the plantation, primary crops of the plantation, archeology and architecture of the property, and knowledge of the Kingsley family. Students should be able to reinforce the knowledge they have obtained from participating in the various activities during the fieldtrip by recalling specific information related to their match cards and sharing that information with their classmates.

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### **Instructions for Returning Educational Resource Backpack:**

**Attention Teachers:** Please use the following instruction for returning the BACKPACK in its original condition to the Park Ranger on duty.

1. Replace activities to backpack.
2. Return the backpack to the Visitor Center.
3. Staff will check the backpack to make sure all items have been returned.\*

*\*Exception: Cotton fluff used during the cotton activity may be kept by the teacher – please give the seeds to park staff.*

## **INSTRUCTIONS FOR ARCHEOLOGY OF DAILY LIFE ACTIVITY:**

Pass around the “artifacts.” Ask the students to identify the objects and to come up with ideas for how the objects were used. Finally, to connect to their own experiences, have the students name modern equivalents of the objects in function. This will help them compare and contrast aspects of their lives with the lives of slaves at a plantation.



### **GOURD:**

What is a gourd? *Pumpkin-like vegetable grown in gardens near slave quarters.*

How were gourds used, other than for food, in the daily lives of slaves?  
*Gourds used to make bowls, dishes, cups, rattles, toys and games.*

### **MARBLES:**

How were marbles used? *As toys for games by slave children.*

What were these marbles made of? *Baked-clay.*

### **FABRIC:**

What types of fabrics were used by slaves? *Primarily cotton.*

What did they use this fabric for? *Making clothes, dolls, cord/string, blankets, etc...*

### **DOLLS:**

What impact did dolls and other toys have on the lives of children? *Allowed children to enjoy free time after completion of plantation tasks.*

### **BUZZ TOY:**

Who originally invented the buzz toy? *Native American tribes.*

What was used to make the flattened disk? *Gourds, Wood, shells, clay pottery, bone, rawhide.*

What was used to make the cord? *Cotton, wool, sinew*

### **INKWELL:**

Why do you think inkwells were found near the slave cabins? *Those slaves who could read and write would make journals or write stories or letters.*

## COTTON ACTIVITY:

The cotton picking activity is designed for groups of 60 students, paired into 30 groups of two. The activity may be adapted to compliment smaller group sizes, keep in mind it is designed for an even number of students in pairs. If an even number of students is not available, a teacher or chaperone can participate. Teachers should allow 10-15 minutes for this activity, including instructions, implementation and clean-up.



Inside of the Backpack, teachers will find a Zip-lock bag containing the following materials required to complete this activity:

- 31 cotton bolls
- 2 buckets/bags/baskets
- Plantation pictures – historic, reenactments, or pressed plants/crops (as examples).
- Imagination!

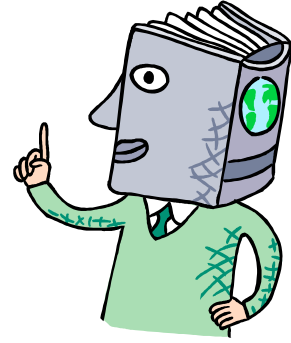
## Instructions for Cotton Picking Activity:

1. Have students form into pairs and sit (if it is dry) in the grass near the garden.
2. Teachers will then distribute cotton balls, one per pair, asking students **not** to do anything to them until receiving further instructions. Once each pair of students has received one cotton ball, proceed with the activity.
3. Partner on the left acts as the cotton “plant,” while partner on the right acts as the cotton “picker.”
4. The “plant” (right) holds the *boll* in hand with arm outstretched as if a cotton plant.

5. Slowly, the “picker” (left) reaches into boll and in one motion removes the cotton, leaving boll on the plant (Left partner has empty boll, right has fluffy cotton).
6. “Plant” (left) puts boll on ground and picker (right) gives left half of the cotton fluff (40 pounds per day!).
7. Teacher explains that simply picking the cotton was not enough, the seeds must then also have been taken out of the boll.
8. Students gin cotton, removing seeds from the boll.
9. Students keep fluff, put seeds in one bucket, bolls in another.
10. Please, tell students to return the seeds to the teacher because the NPS must keep the seeds to plant!

## **DIRECTIONS FOR THE SELF-TEACH ACTIVITY:**

This activity allows students to share with their classmates a part of the history of Kingsley Plantation.



1. Direct students to stand in a circle in groups with leaders. (Groups should be no larger than 10 students, smaller preferred.)
2. Teacher will give each leader their card/prop (the resources are listed below).
3. Each group has five minutes to learn their facts. They turn around to face their resource. Teacher circulates among groups during this time.
4. Teacher calls time at 5 minutes.
5. Groups turn in and face teacher, standing in the center of the circle.
6. Each group teaches the other groups about their resource using the facts they learned and the props on the back of the fact sheet.
7. Groups then go off to explore all of the resources.

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**Resource 1: Barn**

**Resource 2: Garden**

**Resource 3: Kitchen House**

**Resource 4: Main House**

**Resource 5: Waterfront**

## **INSTRUCTIONS FOR MATCHING GAME:**

The matching game is designed as a summary activity and should be implemented at the end of your visit. Teachers should allow 20 minutes for this activity. Once cards are evenly distributed, allow 5 minutes for students to mingle with classmates to find their match card pair. Once students have regrouped, allow each pair 1 minute to explain their topic.



1. Locate the 52 pink-colored matching cards in the Education Resource Backpack. Take a moment to examine the order of the cards so that you may accurately identify which matching cards form which phrases (See *Answer Key* on back of this page).
2. Count out total number of students, put extra pink cards back in backpack. In class groups larger than 52 students, teachers may have to pair students and then distribute one (1) card per pair.
3. Shuffle cards thoroughly so that cards will be distributed randomly.
4. Direct children to gather around the teacher; distribute one (1) card to each student.
5. Once all of the cards are distributed, instruct students to find the student carrying the card that matches their word or phrase to form the completed topic for discussion.

*Example:*

<b>Sea Island</b>
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<b>Cotton</b>
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6. After all of the students have paired up using the corresponding terms on their match cards, direct them to form a circle (around the teacher), standing next to their partner. Then go around the circle and ask each [pair/team] to recall any information they may have gained from the fieldtrip activities throughout the day regarding the topic on their pair of



matching cards. Have students hold out card in front of them (to create the visual-linguistic link).

7. **Teachers**, upon completion of the game, please return ALL 52 of the matching cards to the [rubber band], taking care to keep the cards in order of their matching pairs. This will ensure that the next group to use the resource will share in the same positive experience when playing the game.

**ANSWER KEY: for 52 Matching Cards**

- |                         |                       |
|-------------------------|-----------------------|
| • Anna                  | • Kingsley            |
| • Task                  | • System              |
| • St. John's            | • River               |
| • Travel by             | • Boat                |
| • Slave life was        | • difficult.          |
| • Tending               | • Livestock           |
| • Timucuan              | • Preserve            |
| • Caring for            | • Planter's children  |
| • Indigo makes          | • Blue dye.           |
| • Black-eyed            | • Peas                |
| • Repairing             | • Wagons or buildings |
| • Slave                 | • Driver              |
| • Spanish               | • Florida             |
| • Ginning               | • Cotton              |
| • Slave                 | • Houses              |
| • African               | • Heritage            |
| • Oyster                | • Shells              |
| • Sugar                 | • Cane                |
| • Cash                  | • Crop                |
| • Sea Island            | • Cotton              |
| • Cotton                | • Picking             |
| • Zephaniah             | • Kingsley            |
| • Fort George           | • Island              |
| • National              | • Park Service        |
| • Kingsley              | • Plantation          |
| • Caring for            | • Planter's children  |
| • Slaves did not choose | • to become slaves.   |

